

California Education and the Environment Initiative

Increasing Environmental Literacy for K–12 Students...

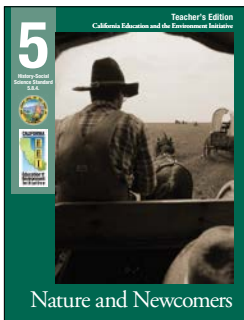
Because the Future is in Their Hands



TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

Created with your needs in mind, this document shows the correlation between the EEI Curriculum and the California Common Core State Standards. By teaching the EEI unit lessons in your classroom, you will be simultaneously addressing the Common Core standards depicted in this guide.

5.8.4.—Nature and Newcomers



Students identify historic wagon trails, analyze physical features of the United States, and make comparisons to modern day roads. Students then use excerpts adapted from primary resources to examine how natural systems affected settlers' journeys. They also consider effects of extreme weather, and simulate the decision-making process faced by settlers when choosing which trail to follow. Students use excerpts from settler's diaries to learn how a successful overland journey depended on settler's knowledge of the prairies' life cycles and season patterns. They then create guidebooks based on what they learned in the lessons. They end the unit by imagining themselves as settlers, and write letters to relatives, describing life in California.

LESSONS	COMMON CORE STANDARDS																						
		RI.5.1	RI.5.2	RI.5.3	RI.5.4	RI.5.6	RI.5.7	RI.5.9	RI.5.10	W.5.2	W.5.3	W.5.4	W.5.8	W.5.9	W.5.10	SL.5.1	SL.5.2	SL.5.3	SL.5.5	L.5.2	L.5.4	L.5.6	
	California Connections	✓		✓													✓	✓					
	1	✓		✓	✓		✓			✓			✓			✓	✓	✓			✓		
	2		✓	✓	✓	✓	✓		✓	✓		✓		✓	✓	✓			✓		✓	✓	
	3		✓	✓	✓		✓			✓		✓		✓	✓	✓					✓	✓	
	4		✓	✓	✓		✓			✓		✓	✓			✓	✓	✓			✓	✓	
	5				✓			✓		✓	✓		✓	✓	✓	✓	✓	✓		✓		✓	✓
	6		✓	✓	✓			✓			✓	✓	✓	✓	✓	✓		✓			✓	✓	✓
	Traditional Assessment				✓					✓													✓
Alternative Assessment						✓			✓			✓	✓	✓									

Note: For your reference, the list of California Common Core State Standards abbreviations is on the following page.

Using the EEI-Common Core Correlation Matrix

The matrix on the front page identifies a number of Common Core standards that are supported by this EEI unit. However, the check marks in the matrix do not necessarily signify that the Common Core standards checked will be taught to mastery by using this EEI unit alone. Teachers are encouraged to select which Common Core standards they wish to emphasize, rather than teaching to every indicated standard. By spending more time on selected standards, students will move toward greater Common Core proficiency in comprehension, critical thinking and making reasoned arguments from evidence. Teaching this EEI unit will provide opportunities for teachers to implement the shift in instructional practice necessary for full Common Core implementation.

California Common Core State Standards Abbreviations

- **CCCSS:** California Common Core State Standards
- **L:** Language Standards
- **RI:** Reading Standards for Informational Text
- **SL:** Speaking and Listening Standards
- **W:** Writing Standards

Note: Since each Common Core standard includes a breadth of skills, in this correlation, the portion of the standard description that is featured in the Common Core Standards and Applications is cited, using “...” to indicate omitted phrases. For a list of the complete standard descriptions, please see the Common Core Reference Pages located on pages 21–22 of this document.

A Note about Common Core Speaking and Listening Standards

Many of the EEI units provide various learning structures, materials, and groupings that lead toward students working in pairs or small groups to discuss concepts and ideas. This supports the skill in Speaking and Listening Standard 1 “Participate effectively in a range of collaborative discussions (one-on-one, groups...) with diverse partners.” With prior instruction in collaborative discussion techniques, students can be placed in pairs or small groups to discuss the lesson topics. To aid in teacher planning, the lessons are listed below along with their learning structures for whole class, pairs/partners, and/or small groups:

- **Lesson 1:** Whole class
- **Lesson 2:** Whole class, groups of 3
- **Lesson 3:** Whole class
- **Lesson 4:** Whole class
- **Lesson 5:** Whole class, groups of 3
- **Lesson 6:** Whole class, pairs

National Geographic Resources

- **Human Geography** wall map (Lesson 1)

Unit Assessment Options

Assessments	Common Core Standards and Applications
Traditional Assessment	
Students use words from a word bank to fill in blanks in sentences. Then they answer multiple-choice questions and answer four short-answer questions.	<p>L.5.6: Acquire and use accurately grade-appropriate...domain-specific words and phrases...</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases...</p> <p>W.5.2b: Develop the topic with facts, definitions, concrete details,...or other information and examples...</p>
Alternative Assessment	
Students assume the identity of an overland-trail traveler and complete a diary of their own travels. They are given scenarios and are asked to respond by composing a diary entry that reflects the scenario.	<p>RI.5.7: Draw on information from multiple print...sources...</p> <p>W.5.2b: Develop the topic with facts, definitions, concrete details,...or other information and examples...</p> <p>W.5.8: Recall relevant information...; summarize or paraphrase information in notes...</p> <p>W.5.9: Draw evidence from...informational texts to support analysis, reflection, and research.</p> <p>W.5.10: Write routinely over...shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

Lesson 1: “Ho! For California!”—From Wagon Trails to Highways

Students read **California Connections: A Route 66 Road Trip** as an introduction to historic wagon trails. They identify trails on a map, analyze physical features of the United States, and compare elements of a modern road trip with travel on the trails.



National Geographic Resources

- **Human Geography** wall map

Use this correlation in place of the **Procedures** on pages 40–41 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
<p>Use the Dictionary and the vocabulary Word Wall Cards to introduce new words to students as appropriate. These documents are provided separately.</p> <p>Tip: Word Wall Cards may be used at the beginning, as the words come up in the lesson, or as a review at the end.</p> <p>Tip: If Dictionary Workbooks need to be reused from year to year, students should not write in them.</p>	<p>L.5.4c: Consult reference materials...to...determine or clarify the precise meaning of key words and phrases...</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text...</p>
Step 1	
<p>Ask students to raise their hands if they moved to California from somewhere else. Then ask, “How many have moved within the state of California?” Explain to students that they will explore a time (1780s to 1850s) in American history when many people moved to California. Tell students that these people came from the eastern states, traveling in wagon trains over well-worn trails called “overland trails.”</p>	<p>SL.5.1: Engage effectively in a range of collaborative discussions...</p> <p>Suggestion: To prepare students for SL.5.2 and SL.5.3, review listening skills and how to summarize information presented orally, visually, and in text. Tell students to listen for main points and how each point is supported by reasons and evidence. This unit involves a great deal of information gained through oral presentations linked to visuals. When appropriate, preview listening skills at the beginning of each presentation.</p>
Step 2	
<p>Explain to students that they will first consider a modern-day road trip that is linked to one of those trails. Ask students, “Who has ever been on a road trip?” Have a few students share their traveling stories with the class. Distribute a Student Edition to each student. Tell them to turn to California Connections: A Route 66 Road Trip (Student Edition, pages 2–6) and have them read the story.</p>	<p>RI.5.1: Quote accurately from a text...</p> <p>RI.5.3: Explain the relationships or interactions between two or more...events, ideas, or concepts in a...scientific...text.</p> <p>SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually...and orally.</p> <p>Suggestion: After reading the text, have students summarize the story, including key events and excluding less important details.</p> <p>SL.5.3: Summarize the points a speaker...makes and explain how each claim is supported by reasons and evidence...</p> <p>Suggestion: When answering questions, have students identify the text that supports their answers.</p>

Procedures	Common Core Standards and Applications
Step 2 (Continued):	
<p>Lead a discussion of the story by writing “American Indian footpath,” “overland trail,” and “Route 66” on the board, then asking students, “What was the purpose or use, over time, of each type of trail that became Highway 66?” (<i>Paths to water sources; hunting and trading; settlers moved from east to west in search of economic opportunities; a highway that connected two large cities, Chicago and Los Angeles and was used by travelers who may have been traveling east or west.</i>) Refer students to the map in California Connections: A Route 66 Road Trip as it mentions cities and towns along Route 66. Call students’ attention to the direction Dan is traveling and discuss the purpose of his trip.</p> <p>Ask students, “How did the builders of Route 66 know where to build the road?” (<i>The builders used existing trails to create a road that connected the eastern and western part of the U.S. Much of Route 66 followed the Santa Fe and Old Spanish Trails.</i>) “Why do you think the people who built Route 66 decided to follow the trails?” (<i>The route was well established, dating back to Indian footpaths, and it connected many existing towns, providing travelers access to resources like restaurants and gas stations.</i>)</p> <p>Ask a volunteer to summarize the connection between Route 66 the highway and the overland trails settlers used. (<i>American Indians used trails over and over creating paths to rivers, hunting grounds, and places for trading. Overland settlers followed many of these paths as they traveled in their covered wagons because water was the most important resource on the journey. Paved roads became important once cars were being used. Engineers built Route 66 along some of the same American Indian pathways and overland trail routes created hundreds of years earlier.</i>)</p>	<p>RI.5.1: Quote accurately from a text...</p> <p>RI.5.3: Explain the relationships or interactions between two or more...events, ideas, or concepts in a...scientific...text.</p> <p>SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually... and orally.</p> <p>Suggestion: After reading the text, have students summarize the story, including key events and excluding less important details.</p> <p>SL.5.3: Summarize the points a speaker...makes and explain how each claim is supported by reasons and evidence...</p> <p>Suggestion: When answering questions, have students identify the text that supports their answers.</p>
Step 3	
<p>Distribute a Student Workbook to each student. Tell them to turn to Overland Trails, Mountains, and Rivers (Student Workbook, page 2) and Map of Overland Trails, Mountains, and Rivers (Student Edition, page 7). Project Map of Overland Trails, Mountains, and Rivers (Visual Aid #1) and use it to point out the major rivers and trails, including the Santa Fe, Mormon, Oregon, and California trails and the Mississippi, Missouri, Platte, and Humboldt rivers. Have students label all four major overland trails, mountain ranges, and the four major rivers on Overland Trails, Mountains, and Rivers. (<i>Note: An Answer Key and Sample Answers for Overland Trails, Mountains, and Rivers are provided on page 46.</i>)</p> <p>Project California’s Trails (Visual Aid #2) and point out the numerous routes along the California Trail as it branched off into the state.</p>	<p>RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>W.5.8: Recall relevant information...; summarize or paraphrase information in notes...</p>

Procedures	Common Core Standards and Applications
Step 3 (Continued):	
<p>Tip: If Student Workbooks need to be reused from year to year, students should not write in them. Some strategies teachers use to preserve the workbooks are:</p> <ul style="list-style-type: none"> ■ Have students use binder paper or other lined or unlined paper ■ Have students use a sheet protector over the page and write with a whiteboard marker ■ Do together as a class on a projector or chart paper ■ Project the digital fill-in version and do together as a class ■ Students use digital devices to fill in the digital version found on the website. ■ Make student copies when necessary 	<p>RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>W.5.8: Recall relevant information...; summarize or paraphrase information in notes...</p>
Step 4	
<p>Again, project Map of Overland Trails, Mountains, and Rivers and trace places where the trails follow rivers. Ask students the following questions:</p> <ul style="list-style-type: none"> ■ Do you notice anything significant about the locations of the trails and rivers? (<i>They often run parallel to each other.</i>) ■ Why do you think settlers chose to travel alongside the rivers? (<i>Both the settlers and the oxen that pulled their wagons needed water to survive.</i>) ■ How does this compare to the travelers on Route 66? (<i>They both needed access to resources like water, food, and fuel.</i>) 	<p>RI.5.7: Draw on information from multiple print...sources...</p> <p>SL.5.1: Engage effectively in a range of collaborative discussions...</p> <p>Suggestion: <i>After the questions have been answered and explained, have students summarize the main idea and supporting details with partners. Use sentence frames if needed.</i></p>
Step 5	
<p>Tell students to turn to Comparing Route 66 with the Overland Trails (Student Workbook, page 3). Have students use California Connections: A Route 66 Road Trip and Overland Trails, Mountains, and Rivers to help them answer the questions.</p>	<p>RI.5.7: Draw on information from multiple print...sources...</p> <p>W.5.2: Write informative/explanatory texts...</p> <p>b) Develop the topic with facts, definitions, concrete details,... or other information and examples...</p> <p>W.5.8: Recall relevant information from experiences or...print and digital sources; summarize or paraphrase information in notes...</p>
Step 6	
<p>Gather Student Editions.</p> <p>Collect Student Workbooks and use Comparing Route 66 with the Overland Trails for assessment.</p>	<p>RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>Suggestion: <i>Before gathering the Student Editions, refer back to the map and have students explain how the information from the map, the diagrams in the visual aids, and the text from the reader work together to help readers understand the main ideas and details.</i></p>

Lesson 2: Natural Systems Along the Trails

Students read excerpts adapted from primary source material to examine how natural systems influenced settlers' journeys along the overland trails. Students discuss ways in which the terrain, rivers, vegetation, and climate affected the experiences of settlers as they migrated to the West.



Use this correlation in place of the **Procedures** on pages 54–55 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	<p>L.5.4c: Consult reference materials...to...determine or clarify the precise meaning of key words and phrases...</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text...</p>
Step 1	
Have students imagine they are traveling by car on a hot day during the summer. Ask, "What keeps you cool during this trip?" (<i>Air conditioning, having the windows open, a cool drink</i>) Have students imagine they are traveling by car on a cold day during the winter. Ask, "What keeps you warm during this trip?" (<i>Heater, sweater, blanket, a warm drink</i>) Explain that when settlers traveled the overland trails in the 1800s, they could not easily change how natural conditions affected their journey. Remind students that most people migrating to the West traveled with wagons pulled by oxen. Most of the settlers walked alongside their wagons for much of the distance, which might be as long as 2,000 miles.	<p>SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
Step 2	
Review the terms "climate," "ecosystem," "natural system," "terrain," and "vegetation" with students. Distribute a Student Edition to each student. Tell them to turn to Map of Overland Trails, Mountains, and Rivers (Student Edition, page 7). Explain that travelers along the overland trails crossed many different ecosystems each influencing them in different ways. Some ecosystems made the trip easier; others made the trip more challenging. Ask students to name some of the parts of natural systems that might influence travel. (<i>Animals, rain, snow, availability of food and fresh water for drinking</i>) Explain that the four factors—terrain, vegetation, climate, and rivers—influenced settlers' experiences the most.	<p>RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text...</p> <p>SL.5.1: Engage effectively in a range of collaborative discussions...</p>
Step 3	
Organize students into groups of three. Tell them to turn to Diary Excerpts—Set 1 (Student Edition, pages 8–9). Tell students that the statements are edited versions of diary entries from real people who traveled along the overland trails in the 1800s. As a whole class, read and discuss the first set of excerpts as a model for students' small group work.	<p>L.5.6: Acquire and use accurately grade-appropriate...domain-specific words and phrases...</p> <p>RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>

Procedures	Common Core Standards and Applications
Step 3 (Continued):	
<p>Redistribute students' individual Student Workbooks. Tell them to turn to Nature's Influence on Overland-Trail Travelers (Student Workbook, pages 4–6). Project Nature's Influence on Overland-Trail Travelers 1 and 2 (Visual Aids #3–4) and ask students to help you fill in the sections. Direct them to give examples of the four factors: "vegetation," "terrain," "climate," and "water" in the excerpts.</p> <p>Explain to students that they will continue to look at diary excerpts in their group, and that they will share their findings with the rest of the class. Assign each group one of the remaining two Diary Excerpts—Set 2 (Student Edition, pages 10–11) or Diary Excerpts—Set 3 (Student Edition, pages 12–13). Instruct the groups to work together to read the diary excerpts and consider what each statement says about how terrain, vegetation, climate, and rivers affected the travelers' experiences. Have students record their ideas in the appropriate areas on Nature's Influence on Overland-Trail Travelers.</p>	<p>RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a...scientific...text based on specific information in the text.</p> <p>RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.10: By the end of the year, read and comprehend informational texts, including history/social studies...independently and proficiently.</p> <p>SL.5.1: Engage effectively in a range of collaborative discussions...</p> <p>W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.4: Produce clear and coherent writing...in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.5.10: Write routinely over...shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Step 4	
<p>Project Nature's Influence on Overland-Trail Travelers 1 and 2 again. For each of the four factors on the chart, ask two groups (each representing a different set of Diary Excerpts) to share at least one way that natural systems influenced the settlers' journeys across the country. Record students' ideas on the visual aids and have them add them to their own copy of Nature's Influence on Overland-Trail Travelers. (Note: <i>An Answer Key and Sample Answers for Nature's Influence on Overland-Trail Travelers 1 and 2 are provided on pages 56–57.</i>)</p>	<p>RI.5.3: Explain the relationships or interactions between two or more...events, ideas, or concepts in a...scientific...text.</p> <p>SL.5.1: Engage effectively in a range of collaborative discussions...</p> <p>SL.5.5: Include multimedia components...in presentations...</p>
Step 5	
<p>Ask students to write a one-paragraph response to the prompt on page 3 of Nature's Influence on Overland-Trail Travelers. Gather Student Editions.</p> <p>Collect Student Workbooks and use Nature's Influence on Overland-Trail Travelers for assessment.</p>	<p>W.5.2: Write informative/explanatory texts...</p> <p>b) Develop the topic with facts, definitions, concrete details,...or other information and examples</p> <p>c) Link ideas within and across categories of information using words, phrases, and clauses...</p> <p>W.5.4: Produce clear and coherent writing...</p> <p>Suggestion: <i>Before students write, discuss linking words and phrases they can use to connect more than one idea and make their writing flow. With students, generate a short list of terms they should use in their answers. Discuss the difference between vague details and specific details, giving an example of an answer using each.</i></p>

Lesson 3: Seasons and Reasons

Students interpret precipitation data and analyze patterns to determine the effects of weather, seasons, and climate on overland-trail travelers. They consider the effects of extreme weather, and simulate the decision-making process faced by settlers when choosing which trail to follow and when to depart on their journey.



Use this correlation in place of the **Procedures** on pages 74–75 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	<p>L.5.4c: Consult reference materials...to...determine or clarify the precise meaning of key words and phrases...</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text...</p>
Step 1	
Ask students, "What is the best weather for playing outside?" "Why?" (<i>Answers will vary.</i>) Explain that students will learn how weather and the seasons affected overland-trail travelers, their choice of routes, and the length of their journey.	SL.5.1: Engage effectively in a range of collaborative discussions...
Step 2	
Distribute a Student Edition to each student. Project Map of Overland Trails, Mountains, and Rivers (Visual Aid #1) and tell them to turn to Map of Overland Trails, Mountains, and Rivers (Student Edition, page 7). Have students look at their maps as you describe a typical journey for an overland-trail traveler. Explain that a typical journey took many months. Most settlers did not leave the East until the spring; if they left any earlier, there would not be enough grass growing on the prairies to feed their oxen and cattle during the journey. It would also mean that animals, like deer and buffalo, might not have enough food and might therefore be low in numbers. Because the settlers depended on these animals for food, the travelers might also go hungry. At a steady pace, settlers averaged 12 to 15 miles per day. If they were lucky, they might make 20 miles a day. However, there were many instances where settlers traveled far fewer miles in a day. Ask, "What might prevent settlers from covering more distance?" (<i>Lack of food or water, tough terrain, unfavorable weather</i>)	RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Step 3	
Explain that many of the factors that affected the settlers' pace were related to natural cycles and processes. Point out that the natural conditions settlers faced changed as these natural cycles and natural processes took place. Ask students, "What other natural elements might affect the overland-trails settlers as they traveled?" (<i>Temperature, availability of game animals for food, amount of vegetation, seasons</i>)	SL.5.1: Engage effectively in a range of collaborative discussions...

Procedures	Common Core Standards and Applications
Step 4	
Project Natural Regions Along the Overland Trails (Visual Aid #5). Explain that a “natural region” is a large area with similar ecosystems. Point out that the settlers traveling the overland trails to the West crossed four or, in some cases, five natural regions—temperate forest (deciduous), grassland/prairie, desert, and alpine/mountain regions. Tell students that each region has its own weather and precipitation patterns. Tell students to turn to Natural Regions Along the Overland Trails (Student Edition, page 14) and have them locate these four regions.	RI.5.7: Draw on information from multiple print...sources...
Step 5	
<p>Tell students to turn to Average Monthly Precipitation Data (Student Edition, page 15). Project Average Monthly Precipitation Data (Visual Aid #6). Explain that the data represents the average amount of precipitation (rain or snow) that falls each year in each of the four regions. Ask, “Why was rain important to the overland-trail travelers?” (<i>Rain provided water for the settlers and for their animals to drink. Without enough water, animals and settlers would become dehydrated. Rain made the grasses grow. The grass was important for feeding their animals and for attracting animals that the settlers might use for food. Rain kept the rivers running.</i>)</p> <p>Redistribute students’ individual Student Workbooks. Tell them to turn to the first page of Annual Precipitation Graphs (Student Workbook, pages 7–8). Project Annual Precipitation Graphs (Visual Aid #7) and review each graph with students to check for understanding.</p>	<p>RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.7: Draw on information from multiple print...sources...</p> <p>SL.5.1: Engage effectively in a range of collaborative discussions...</p>
Step 6	
<p>Read over and complete the questions on page 2 of Annual Precipitation Graphs with the class. (<i>Note: An Answer Key and Sample Answers for Annual Precipitation Graphs are provided on pages 84–85.</i>)</p> <p>Ask students, “Which months were the best months for overland-trail travelers to travel?” (<i>Spring through fall, roughly March/April through August/September</i>). “Why?” (<i>Spring rains brought grasses, which were necessary to feed the settlers’ oxen, cattle, and horses. The grasses also attracted animals that settlers might use as food. If they left too early, the new grass would not have had a chance to grow, and the trails might be muddy and hard to travel on. If they left too late, the animals of earlier travelers would have eaten all the grass. They would also encounter a lot of mud in the prairies. It was also important to cross the Sierra Nevada before winter hit the mountains. It was very hard to cross the mountains in the snow.</i>)</p>	<p>RI.5.3: Explain the relationships or interactions between two or more...events, ideas, or concepts in a...scientific...text.</p> <p>RI.5.7: Draw on information from multiple print...sources...</p> <p>SL.5.1: Engage effectively in a range of collaborative discussions...</p> <p>W.5.9: Draw evidence from...informational texts to support analysis, reflection, and research.</p> <p>W.5.10: Write routinely over...shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

Procedures	Common Core Standards and Applications
<p>Step 7</p> <p>When done, remind students that weather conditions do not always follow normal patterns. Explain that, in some years, winter storms come early or late in the season. Some years have many storms and higher than normal precipitation. Other years, there are drought conditions, and rainfall is very low.</p> <p>Ask students, “What would happen if it rained for five days straight while settlers were traveling the overland trail?” (<i>Mud, flooding, ruining supplies, treacherous terrain</i>) “What might happen if the settlers travel for three weeks without any rain or precipitation?” (<i>Dust, necessary to stay close to a river, little vegetation, few animals nearby for hunting</i>)</p> <p>Tell students to turn to Rainfall Reflections (Student Workbook, pages 9–11). For homework, ask students to complete the questions, using their work from today and any other work in their workbook.</p> <p>Gather Student Editions.</p> <p>Collect Student Workbooks and use Rainfall Reflections for assessment.</p>	
	<p>L.5.6: Acquire and use accurately grade-appropriate...domain-specific words and phrases...</p> <p>W.5.2: Write informative/explanatory texts...</p> <p>W.5.4: Produce clear and coherent writing...</p>

Lesson 4: Life Cycles on the Prairie

Responding to verbal descriptions, students illustrate four scenes that demonstrate seasonal changes on the prairies. They analyze excerpts from settlers' diaries to learn how a successful overland journey depended on settlers knowledge of the prairies' life cycles and seasonal patterns.



Use this correlation in place of the **Procedures** on pages 92–95 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	<p>L.5.4c: Consult reference materials...to...determine or clarify the precise meaning of key words and phrases...</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text...</p>
Step 1	
<p>Ask students the following questions:</p> <ul style="list-style-type: none"> ■ What types of animals did overland-trail travelers use to pull their wagons? (<i>Mostly oxen, also horses, mules, cattle</i>) ■ What gave animals the energy they needed to do this work? (<i>Nutrients from plants</i>) ■ Where did the animals find the plants? (<i>In the ecosystems found along the overland trails</i>) <p>Explain that in today's lesson students will review the life cycle of plants and apply it to the experiences of overland settlers. Review the terms "energy" and "life cycle" with students.</p>	<p>L.5.6: Acquire and use accurately grade-appropriate...domain-specific words and phrases...</p> <p>SL.5.1: Engage effectively in a range of collaborative discussions...</p>
Step 2	
Project Life Cycle of Plants (Visual Aid #8) and review how plants grow. Explain that the plants on the prairies followed this general cycle; first buried in the soil as seeds, then growing into mature plants rich with nutrients, producing seeds, and then dying back. While the top of these plants die back each year, their roots remain alive. Tell students that early travelers had to consider this pattern to ensure that they had food available for their oxen, cattle, and horses as they traveled.	SL.5.2: Summarize...information presented in diverse media and formats, including visually, quantitatively, and orally.
Step 3	
Project Big Bluestem (Visual Aid #9) and tell students that the big bluestem was one example of a prairie grass that was used by animals and settlers. Share the following information about the big bluestem with students: <ul style="list-style-type: none"> ■ There are many kinds of grasses on the prairies. Big bluestem is one example. 	SL.5.2: Summarize...information presented in diverse media and formats, including visually, quantitatively, and orally.

Procedures	Common Core Standards and Applications
Step 3 (Continued):	
<ul style="list-style-type: none"> ■ Big bluestem grows in salty soil where many other plants cannot grow. Prairie soil is often salty, so big bluestem grows well on the prairies. ■ The roots of big bluestem extend nearly ten feet into the ground. The roots help to hold the soil in place and keep the surface layers rich with nutrients. This makes big bluestem an excellent grass for farmers who settled on the prairies. They could use the grass as hay for their animals, and could grow other crops in the rich soil. <p>Tell students that people and animals have used, and continue to use, big bluestem in many ways.</p> <ul style="list-style-type: none"> ■ Settlers used big bluestem to preserve their food. They used the grass to cover fruit while it ripened, and put it under their fruit while it dried in the Sun. ■ People also used big bluestem as medicine. The roots helped stomachaches and the leaves helped fevers. ■ Animals used big bluestem as food. The oxen, cattle, and horses traveling across the prairies to the West ate big bluestem. ■ The American bison especially loved to eat big bluestem. ■ Insects and birds use it for nesting and for cover from the Sun and predators. ■ People and animals have used, and continue to use, other prairie grasses in similar ways. 	<p>SL.5.2: Summarize...information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
Step 4	
<p>Redistribute students' individual Student Workbooks and colored markers, crayons, or colored pencils to each student. Tell them to turn to Vegetation Along the Overland Trail (Student Workbook, pages 12–15). Ask students to note that each frame of Vegetation Along the Overland Trail is labeled with one of the four seasons: winter, spring, summer, or fall. Explain to students that they are going to create a series of drawings that describe the prairie region along the overland trails during the four seasons of the year. Each of their drawings should show the vegetation and wild animals there at different stages in their life cycles and the typical weather on the prairie during each season. Explain to the class that you will read aloud descriptions of the prairie region during each of the four seasons. Tell students to use what they hear and imagine to illustrate the appropriate Vegetation Along the Overland Trail page for each season. (Note: An Answer Key and Sample Answers for Vegetation Along the Overland Trail are provided on pages 101–104.)</p>	<p>SL.5.2: Summarize...information presented...visually... and orally.</p> <p>RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p>RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>W.5.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>

Procedures	Common Core Standards and Applications
Step 5	
<p>When students are ready, read aloud each of the following seasonal descriptions. Have students follow along by illustrating the appropriate Vegetation Along the Overland Trail page for each season. As you read each scenario, ask students which stages of the plant cycle are represented.</p> <ul style="list-style-type: none"> ■ Winter: It is winter. The sky is gray, and the Sun seems faint. It is low in the sky. The ground is cold and white; it is covered with snow. Tips of grass stick out above the snow in a few spots, but these tips are brown, and some are broken. There are no animals in sight. What stage are the plants in during winter? (<i>Dormant</i>) ■ Spring: It is spring. The sky is light blue, and the air grows warmer. A few fluffy clouds drift by. It rained a short time ago, and raindrops on the grasses glisten in the sunlight. The prairie is coming back to life. It is April, and the grasses are beginning to grow. A bison wanders into the region. (Note: Project American Bison [Visual Aid #10] for students to copy.) Its coat is still shaggy and dark brown from the winter. There are many pale green shoots poking up from the moist soil, but they are short. They just tickle the bison's ankles. He grazes with his head lowered to the ground. What stage are the plants in during spring? (<i>Sprouting seed, plants with buds</i>) ■ Summer: It is summer. The sky is bright blue, and the Sun is a radiant yellow. It is hot and humid, and there are many mosquitoes. There are grey clouds in the distance; it looks like a thunderstorm may be approaching. There are many bison in the region, their coats now a lighter brown. They feed on the tall grasses. The prairie is in full bloom. There are many kinds of grasses in all kinds of green and yellow colors. They range in height from six inches to about eight feet. Many of the grasses and other plants are blooming; the prairie is a bouquet of pink, white, blue, yellow, and purple flowers. Big bluestem is the most common grass. This grass grows tall—between three and seven feet high. The blades reach the shoulders of the bison. The stems are bluish-purple at this time of year. The flowers form on three small spikes at the tip; they look like a bird's foot. What stage are the plants in during summer? (<i>Plants with flowers</i>) ■ Fall: It is fall. The sky is still blue, but the air is cooler. Clouds scatter across the sky. A few of the plants are still blooming—for instance, the sky blue aster and the yellow western sunflower. The grasses are beginning to wither. Some take on fall colors—red, orange, gold, and bronze—as they go to seed. Many are turning brown. Without the tall grasses to eat, the bison begin to migrate away from the prairie. What stage are the plants in during autumn? (<i>Going to seed and dying back</i>) 	<p>RI.5.7: Draw on information from multiple print...sources...</p> <p>SL.5.2: Summarize...information presented...visually...and orally.</p> <p>Suggestion: <i>The discussion outlined in the lesson plan can be conducted as a collaborative discussion. Rather than the teacher presenting, assign the Step 5 reading and questions to discussion leaders, who facilitate a discussion where students are challenged to back up their ideas with evidence or clarifying thoughts rather than simply a question/answer session. Students should also be encouraged to generate their own questions related to the data and explore possible explanations.</i></p>

Procedures	Common Core Standards and Applications
Step 6	
<p>Project Comparing Seasons on the Prairies (Visual Aid #11). Ask students to identify at least one possible advantage and at least one possible disadvantage of traveling during each season. Record their responses on the visual aid. Ask them to include references to the plant and animal life cycle and availability of vegetation for each season. Remind students that it was very important for settlers to consider the seasons and patterns of plant life as they planned their journey westward. (Note: <i>Sample Answers for Comparing Seasons on the Prairies</i> are provided on page 95.)</p>	<p>SL.5.2: Summarize...information presented...visually...and orally.</p> <p>SL.5.3: Summarize the points a speaker...makes and explain how each claim is supported by reasons and evidence...</p>
Step 7	
<p>Tell students to turn to Diaries from the Prairies (Student Workbook, pages 16–17). Explain that the two statements are actual diary entries from travelers on the overland trails in 1842. Point out the parentheses in the excerpts and explain that the words in the parentheses help clarify the meaning of the diary entries.</p> <p>For homework, have students read Diaries from the Prairies and answer the related questions. Tell students to use their drawings on Vegetation Along the Overland Trail and Annual Precipitation Graphs (Student Workbook, pages 7–8) to help them.</p> <p>Collect Student Workbooks and use Diaries from the Prairies for assessment.</p>	<p>RI.5.7: Draw on information from multiple print...sources...</p> <p>W.5.2: Write informative/explanatory texts...</p> <p>W.5.4: Produce clear and coherent writing...</p>

Lesson 5: Choosing a Place to Call Home

Students simulate the crowded conditions of the eastern United States that prompted many people to head west. Students analyze readings and identify factors that influenced where settlers established their new communities. They create guidebooks to promote their towns to future settlers.



Use this correlation in place of the **Procedures** on pages 112–113 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	<p>L.5.4c: Consult reference materials...to...determine or clarify the precise meaning of key words and phrases.</p> <p>L.5.6: Acquire and use accurately grade-appropriate...domain-specific words and phrases...</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text...</p>
Step 1	
Ask students to brainstorm reasons why people move. (<i>For a new job, for adventure, for money, for love, to be with their families, to escape religious or political persecution.</i>) Explain that overland-trail travelers moved for similar reasons, but emphasize that most early settlers moved because they were attracted by the West's natural resources.	SL.5.1: Engage effectively in a range of collaborative discussions...
Step 2	
Explain to students that they will participate in a simulation to understand why many people from the east moved west. Tell students that they will take on the role of farmers, and the marked section of the classroom represents a settled eastern farming community. The rest of the classroom represents the unsettled western frontier. Have three-quarters of the class gather in the marked space of the classroom. Have the remaining students disperse themselves in the space representing the frontier.	SL.5.1: Engage effectively in a range of collaborative discussions...
Step 3	
Ask students standing in the marked space, "What is the farming community like?" (<i>Cramped, overcrowded</i>) Project Map of the Overland Trails, Mountains, and Rivers (Visual Aid #1) and explain that this is what happened in the regions east of the Missouri and Mississippi rivers. Many farmers did not have land to farm because it was so crowded. All of the best land had been taken, and what soil remained was not arable. Ask students the following questions: <ul style="list-style-type: none"> As a farmer in the East, what would you do if I told you there were acres of good farmland available for free in the West?" (<i>Note: Point to the space outside the marked area</i>) 	<p>SL.5.1: Engage effectively in a range of collaborative discussions...</p> <p>SL.5.5: Include multimedia components...in presentations...</p>

Procedures	Common Core Standards and Applications
Step 3 (Continued):	
<ul style="list-style-type: none"> ■ How many of you would leave your community and travel across the continent to get some of this land? (<i>Ask for a show of hands.</i>) ■ If I told you there is gold in the West ready to be picked up right out of the river, how many of you would be willing to risk the journey? (<i>Ask for a show of hands.</i>) ■ If I told you the journey would take four long months, the weather would be uncertain, and there would be no guarantee that you would arrive safely with all of your belongings, how many of you would still make the journey? (<i>Ask for a show of hands.</i>) <p>Have students return to their seats.</p>	<p>SL.5.1: Engage effectively in a range of collaborative discussions...</p> <p>SL.5.5: Include multimedia components...in presentations...</p>
Step 4	
<p>Organize students into groups of three. Ask students to imagine they are the founders of a new settlement. Redistribute students' individual Student Workbooks. Tell them to turn to Building a Western Community (Student Workbook, pages 18–19) and explain that page 1 provides information about the community they are working to establish. Have groups work together to complete page 2 of Building a Western Community. (<i>Note: An Answer Key and Sample Answers for Building a Western Community are provided on pages 117–118.</i>)</p>	<p>SL.5.1: Engage effectively in a range of collaborative discussions...</p> <p>W.5.2: Write informative/explanatory texts...</p> <p>b) Develop the topic with facts, definitions, concrete details... or other information and examples...</p>
Step 5	
<p>When time is up, project Building a Western Community (Visual Aid #12) and review the answers as a class. Emphasize the importance of available land (property), arable soil for farming (crops), and other natural resources (timber, water).</p>	<p>RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>SL.5.1: Engage effectively in a range of collaborative discussions...</p>
Step 6	
<p>Explain that now that the settlers have identified the natural resources that can support their new community, they need a bigger labor force to help develop it. They need to attract new settlers. Remind students that at this time, people did not have e-mail, cell phones, or even telephone lines! Ask students, "How do you think people communicated with one another? (<i>Person to person, through letters, through newspapers and guidebooks.</i>)"</p>	<p>SL.5.1: Engage effectively in a range of collaborative discussions...</p>

Procedures	Common Core Standards and Applications
Step 7	
<p>Distribute a Student Edition and writing paper to each student. Tell them to turn to Primary Source Guidebooks (Student Edition, pages 16–20). Explain to students that guidebooks were one method of communicating to other potential settlers the value of the West’s natural resources and natural systems. Guidebooks emphasized the “selling points,” or most attractive features, of their communities to try to convince others to join the settlements. Tell students that these are copies of actual pages from guidebooks written in the 1840s and 1850s.</p> <p>Ask groups to discuss the selling points of their new settlement. They should consider the natural resources and other natural features that might appeal to other settlers, as well as other reasons they were first attracted. Suggest that students take notes on this discussion.</p>	<p>SL.5.1: Engage effectively in a range of collaborative discussions...</p> <p>SL.5.2: Summarize...information presented...visually...and orally.</p> <p>W.5.8: Recall relevant information...; summarize or paraphrase information in notes...</p>
Step 8	
<p>Tell students to turn to Western Community Guidebook Instructions (Student Workbook, page 20). Review the instructions with students. Give each student drawing paper and a piece of construction paper. For homework, ask students to create a guidebook for the community they “established” in Step 4. Tell students that you will collect the Student Editions after they have finished creating their guidebooks.</p> <p>Gather Student Editions.</p> <p>Collect Student Workbooks and completed guidebooks. Use students’ Western Community Guidebooks for assessment.</p>	<p>L.5.6: Acquire and use accurately grade-appropriate...domain-specific words and phrases...</p> <p>W.5.3: Write narratives to develop real or imagined experiences or events...</p> <p>W.5.8: Recall relevant information...; summarize or paraphrase information in notes and finished work...</p> <p>W.5.9: Draw evidence from...informational texts to support analysis, reflection, and research.</p> <p>W.5.10: Write routinely over...shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

Lesson 6: East to West: A Different Life

Students examine excerpts from a California settler's diary to determine how life in the West differed from that in the East. Imagining themselves as settlers, students write letters to relatives, describing life in California and encouraging them to move west.



Use this correlation in place of the **Procedures** on page 130 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	<p>L.5.4c: Consult reference materials...to...determine or clarify the precise meaning of key words and phrases...</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text...</p>
Step 1	
Review the terms "agriculture" and "raw materials" with students. Explain to students that, in this lesson, they will explore how life in the frontier differed from life in the places that overland travelers left behind. Distribute a Student Edition to each student. Tell them to turn to California and the Diary of Jane Gould Tourtellott (Student Edition, pages 21–22). Ask student volunteers to read the description of California and the excerpts from the diary aloud.	<p>L.5.4a: Use context...as a clue to the meaning of a word or phrase.</p> <p>RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>Suggestion: Have students identify the details that support the main ideas.</p> <p>RI.5.3: Explain the relationships or interactions between two or more...events, ideas, or concepts in a...historical...text.</p> <p>Suggestion: As the story progresses, have students discuss how each event is related to the previous events.</p> <p>RI.5.4: Determine the meaning of general academic and domain-specific words and phrases in a text...</p>
Step 2	
Redistribute students' individual Student Workbooks . Tell them to turn to Comparing East and West (Student Workbook, page 21). Project Comparing East and West (Visual Aid #13). Pair students and ask them to use the information in California and the Diary of Jane Gould Tourtellott to identify characteristics that are specific to the East and to the West. Have students record the characteristics in the appropriate columns on their individual charts. (Note: An Answer Key and Sample Answers for Comparing East and West are provided on page 136.) Using the visual aid, review and list some students' responses.	<p>RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>SL.5.2: Summarize...information presented...visually...and orally.</p> <p>W.5.8: Recall relevant information...; summarize or paraphrase information in notes...</p>

Procedures	Common Core Standards and Applications
Step 3	
<p>Ask students to imagine they are new settlers in California during the 1840s. A family member from the East wants to learn about the West. Ask each student to write a letter to this family member. In their letters, students should apply what they have learned in Lessons 5 and 6 to explain how the East and West differ. Students may refer to the chart on Comparing East and West and to Building a Western Community (Student Workbook, pages 18–19).</p> <p>Tell students to turn to Letters Home (Student Workbook, pages 22–23) and review the instructions outlining what each paragraph should address. Encourage students to be creative with their writing and use anything they have learned about traveling the overland trails and settling in California. Tell students that their letters home will serve as a study guide for the end of unit assessment (alternate or traditional), and they should be careful to include all of the listed areas in their writing.</p> <p>Gather Student Editions.</p> <p>Collect Student Workbooks and use Letters Home for assessment.</p>	<p>L.5.2: Demonstrate command of the conventions of standard English...when writing...</p> <p>L.5.6: Acquire and use accurately grade-appropriate...domain-specific words and phrases...</p> <p>W.5.3: Write narratives to develop real or imagined experiences or events...</p> <p>W.5.4: Produce clear and coherent writing...</p> <p>W.5.8: Recall relevant information...; summarize or paraphrase information in notes and finished work...</p> <p>W.5.9: Draw evidence from...informational texts to support analysis, reflection, and research.</p> <p>W.5.10: Write routinely over...shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

Unit Assessment

Refer to the introduction pages at the front of this document for information regarding the Traditional and Alternative Assessments for this unit and their Common Core correlations.

California Common Core State Standards Descriptions

Language Standards

- **L.5.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.5.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.
 - a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases **and to identify alternate word choices in all content areas. CA**
- **L.5.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

Reading Standards for Informational Text

- **RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.5.3:** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **RI.5.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. **(See grade 5 Language standards 4–6 for additional expectations.) CA**
- **RI.5.6:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- **RI.5.7:** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **RI.5.9:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **RI.5.10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Speaking and Listening Standards

- **SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
 - c) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- **SL.5.2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.5.3:** Summarize the points a speaker **or media source** makes and explain how each claim is supported by reasons and evidence, **and identify and analyze any logical fallacies. CA**
- **SL.5.5:** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Writing Standards

- **W.5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - b) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c) Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- **W.5.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.5.4:** Produce clear and coherent writing (**including multiple-paragraph texts**) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **CA**
- **W.5.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **W.5.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a) Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
 - b) Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
- **W.5.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.